

U.S. DEPARTMENT OF EDUCATION
OFFICE OF POSTSECONDARY EDUCATION
INTERNATIONAL EDUCATION AND GRADUATE PROGRAMS SERVICE
Washington, D.C. 20006-8521



FISCAL YEAR 2003

APPLICATION FOR THE

FULBRIGHT-HAYS

SEMINARS ABROAD PROGRAM

CFDA No. 84.018

CLOSING DATE: November 4, 2002

DATED MATERIAL – OPEN IMMEDIATELY

FULBRIGHT-HAYS SEMINARS ABROAD PROGRAM Summer 2003

GENERAL INFORMATION ON SEMINARS:

The Fulbright-Hays Seminars Abroad Program provides opportunities for educators and administrators with responsibilities for curriculum development in fields related to humanities, languages, and area studies. The seminars were established under the Mutual Educational and Cultural Exchange (Fulbright-Hays) Act of 1961. Topics and host countries of the seminars vary from year to year. All seminars are in Non-Western European countries. Seminars are designed to provide a broad and introductory cultural orientation to a particular country (ies). The program is geared towards those educators with little or no experience in the host country (ies) that demonstrates the need to develop and enhance their curriculum through short-term study and travel abroad. There are ten seminars every summer with 16 positions per seminar, subject to the availability of funds. Seminars take place from late June to mid-August and last four to six weeks.

Elementary/Secondary

China
New Zealand
South Africa
Thailand and Vietnam
Japan- Language Only

Secondary/Postsecondary

Brazil
Czech and Slovak Republics
Jordan and the United Arab Emirates
Mexico & Costa Rica
Morocco
Sri Lanka & India

COMMUNITY COLLEGE ONLY

India and Nepal - Deferred from 2002 - **Limited Space Available**

Terms of the award include: ■ round-trip economy airfare ■ room and board ■ tuition and fees ■ program-related travel within the host country (ies). Participants will be responsible for the expenses of the pre-departure orientation, usually \$350.00. Updated application forms are available in September of each year. For Summer 2003, the application deadline date is **November 4, 2002**.

THOSE QUALIFIED TO APPLY:

- Elementary School Educators/Administrators
- Middle or High School Teachers in fields relating to humanities, languages and/or area studies
- Administrators, Curriculum Specialists who have responsibility for curriculum development in fields relating to humanities, languages and/or area studies
- Faculty/Administrators from institutions of higher education- public/private, 2 or 4 year whose discipline is related to humanities, languages and/or area studies
- Librarians, Museum Educators or Media or Resource Specialists who have responsibility for curriculum development, at the education levels noted above, in fields relating to humanities, languages and/or area studies

BASIC ELIGIBILITY REQUIREMENTS:

- ➔ Citizenship - must be a citizen of the United States or a permanent resident.
- ➔ Academic Preparation - must hold at least a bachelor's degree from an accredited college or university.
- ➔ Professional Experience - (1) must have at least *three years of full-time* experience (by the time of departure for the seminar) supporting learning in the humanities, languages and/ or area studies in a school system, museum, library or institution of higher education in the U.S.; and (2) must be *currently employed full-time* in a professional capacity in a U.S. school system, U.S. institution of higher education, LEA, SEA, library or museum in the U.S. Concentration in humanities, languages, and/or area studies.
- ➔ Language Proficiency - must meet the general language requirement. (Japan seminar only).
- ➔ Health – Must be able to endure intensive travel involving a moderate to high degree of rigorous travel. Award recipients must provide a physician's statement to reflect participant's readiness for travel.
- ➔ Those individuals who have participated in the *Fulbright-Hays Seminars Abroad Program* or *Group Projects Abroad Program* must wait three summers before they can be eligible to participate a second time.

APPLICATION INQUIRIES: Fulbright-Hays Seminars Abroad Program, U.S. Department of Education, International Education and Graduate Programs Service, 1990 K Street, NW, 6th Floor, Washington, D.C. 20006-8521, Telephone: (202) 502-7700. Website: www.ed.gov/offices/OPE/HEP/iegps/sap.html.

September 2002

Dear Applicant:

Thank you for your interest in the **Fulbright-Hays Seminars Abroad** Program. Included in this application booklet are the background information, instructions and forms needed to submit a complete application package to the U.S. Department of Education.

The Seminars Abroad program supports short-term study abroad opportunities during the summer for teachers, administrators and faculty of humanities, languages, and/or area studies who *have limited or no experience in the host country (ies)*. The purpose of the program is to strengthen individuals' knowledge of the world and to develop curricula that contribute to the overall improvement of international education throughout the educational structure of the United States.

Qualifications for applicants vary by seminar. *Applicants should refer to the COUNTRY AND SEMINAR INDEX for specific educational teaching level requirements of each seminar.*

Qualified applicants include: ♦ Elementary School Educators/Administrators; ♦ Middle or High School Teachers in fields relating to humanities, languages and/or area studies; ♦ Administrators and Curriculum Specialists who have responsibility for curriculum development in fields relating to humanities, languages and/or area studies; ♦ Faculty/Administrators from public or private, 2- or 4-year institutions of higher education whose discipline is related to humanities, languages and/or area studies; and/or ♦ Librarians, Museum Educators or Media or Resource Specialists who have responsibility for curriculum development in fields relating to humanities, languages and/or area studies.

Please see "Program Guidelines" and "Instructions for Completing the Application" in the booklet for the specific selection criteria.

Individuals who participated in either the Fulbright-Hays Seminars Abroad or Group Projects Abroad programs in the summers of 2002, 2001, or 2000 are NOT eligible to apply. In addition, individuals who have had two awards under either of the above programs are NOT eligible to apply for a third award until 10 years have passed from the time that the first award was received.

You may address specific questions regarding the application process to Gale Holdren at (202) 502-7691 or Michelle Guilfoil at (202) 502-7625, or email gale.holdren@ed.gov or michelle.guilfoil@ed.gov. General information or additional copies of the application may be obtained by calling (202) 502-7700 or at www.ed.gov/offices/OPE/HEP/iegps/sap.html.

We look forward to receiving your application and appreciate your efforts to promote excellence in international education.

Best regards,

Wilbert Bryant
Deputy Assistant Secretary
for Higher Education Programs

BACKGROUND INFORMATION

The J. William Fulbright Foreign Scholarship Board

The J. William Fulbright Foreign Scholarship Board has the overall responsibility for managing the Fulbright Program worldwide. The Board is composed of twelve members drawn from academic, cultural and public life who are appointed by the President of the United States. Their job is to set and interpret policies related to the administration of the Fulbright Programs, to approve the final selection of all Fulbright grantees and participants, and to supervise the conduct of the program both in the U.S. and abroad.

The Seminars Abroad Program

The Seminars Abroad Program, authorized by the Mutual Educational and Cultural Exchange (Fulbright-Hays) Act of 1961, provides opportunities for qualified U.S. educators to participate in short-term seminars abroad mainly on topics in the social sciences, social studies and the humanities.

The purpose of the program is **to help U.S. educators/administrators in humanities, languages, and/or area studies** to enhance their international understanding and increase their knowledge of the people and culture of another country through study abroad. **This program is designed for educators with limited or no experience in the host country (ies).** Upon their return, participants are expected to share their broadened knowledge and understanding of the host country (ies) with students, colleagues, civic and professional organizations, and the public in their respective home communities.

All seminars are composed of a pre-arranged, structured academic phase and a group travel phase. Due to the group nature of the seminar and the requirement that participants attend all scheduled activities, participants will not have time to engage in extensive individual research. The seminars' schedules provide only a limited amount of free time for participants to gather information related to their individual curriculum projects or other projects related to their current teaching responsibilities.

PROGRAM GUIDELINES

Eligibility Requirements:

In accordance with the Policy Statements of the J. William Fulbright Foreign Scholarship Board, the basic eligibility requirements are:

1. Citizenship - must be a citizen of the United States or a permanent resident.
2. Academic Preparation - must hold at least a bachelor's degree from an accredited college or university.
3. Professional Experience - (1) must have at least 3 years of full-time teaching, administering or educating experience - by the time of departure for the seminar- teaching; and (2) must be currently employed full-time in teaching, administering or educating. Or (3) must be employed full time as a library, media or resource person.

****Notes:**

Teaching as a graduate or teaching assistant is not applicable toward the three years of required full-time professional experience.

Applications are accepted from those who teach two half-time permanent positions in two different institutions, teaching at the same or similar education levels. You must provide documentation that both positions add up to the equivalent of a full-time position [see **Part B**. – Verification of Employment Form.

4. Language Proficiency – Presently, Japan is the only program that requires language proficiency.
5. Health – Must be able to endure intense travel. Award recipients must provide a physician's statement to reflect participant's readiness for travel .
6. Suitability and Adaptability - The applicants' suitability and adaptability are assessed through the evaluation criteria and letters of reference.

All applications are reviewed and evaluated according to their *first choice* unless an applicant is deemed ineligible for his or her first choice. Applicants are encouraged to list second or third choices when applying. It is also important that the applicant address his/her second and third choices in essay question number 9. Applicants are also considered for their second or third choice seminars if they score high enough in the competition but do not make the cut-off for their first choice seminar. If too few applications are received for a given seminar that seminar will be cancelled. Applicants who have selected a cancelled seminar as their first choice will be reviewed for their second or third choice. If they meet the qualifications for those seminars, they will be selected to participate in either their second or third choice.

Program Requirement

The requirement to participate in the SA program is the completion of a curriculum project that must be submitted to the agency administering the seminar, 90 days after the conclusion of the seminar. Individual universities will host projects, on a website, pertaining to world areas in which they specialize.

Ineligibility Factor

Those individuals who have participated in the Fulbright-Hays Seminars Abroad Program or Group Projects Abroad Program must wait three summers before they can be eligible to participate a second time; i.e., those individuals who participated in a seminar or group project in 2002, 2001, or 2000 are not yet eligible to reapply. Individuals who have had two awards under either of the above programs are NOT eligible to apply for a third award until 10 years have passed from the time that the first award was received.

General Qualifications

- Elementary School Educators/Administrators
- Middle or High School Teachers in fields relating to humanities, languages and/or area studies
- Administrators, Curriculum Specialists who have responsibility for curriculum development in fields relating to humanities, languages and/or area studies
- Faculty/Administrators from institutions of higher education -- Public/Private, 2 or 4 year whose discipline is related to humanities, languages and/or area studies
- Librarians, Museum Educators or Media or Resource Specialists who have responsibility for curriculum development in fields relating to humanities, languages and/or area studies

Evaluation Criteria

The Secretary of Education, with the advice of peer-review panels, uses the selection criteria listed in the Policy Statements of the J. William Fulbright Foreign Scholarship Board for recommending candidates to the Board. The Secretary will give preference to candidates who have had limited or no experience in the host country. Selections are made by rank order according to the criteria listed below.

In order to facilitate an effective evaluation in the competition for positions in a seminar, individuals should be mindful of the following criteria and point system used by the peer review panel.

- (1) Current position, previous experience, professional initiatives and impact in and beyond the classroom (Maximum- 15 points)
 - (2) Honors, awards, and involvement/leadership in educational, professional and civic organizations (Maximum 10-points)
 - (3) International understanding- personal/professional experience with regard to other societies and cultures (Maximum- 15 points)
 - (4) Extent of demonstrated need for this overseas experience and reason (s) for seminar choices (Maximum-25 points)
 - (5) Plans/ways for incorporating the seminar experience into professional activities (curriculum development, presentations) (Maximum-25 points)
 - (6) Suitability and adaptability for participation in a seminar abroad (Maximum-10 points)
 - (7) Adequate foreign language proficiency-
- Japanese Language Seminar Only**

Participating Countries

The staff of the International Education and Graduate Programs Service, along with the advice and approval of the Deputy Assistant Secretary for Higher Education Programs invite countries to host the seminars. A number of countries cooperate in offering opportunities for summer seminars. However, the U.S. Department of Education cannot guarantee that a particular program will be held in a particular country in a given year.

All announced seminars are subject to the availability of Federal funds and the cooperation of foreign nations. Seminars could be cancelled or changed due to a decrease in funding, situations in the host countries, or too few applications received for a given seminar. At the present time, the Department anticipates that there will be seminars in the following countries during the summer of 2003:

Elementary/Secondary

China
New Zealand
South Africa
Thailand/Vietnam
Japan- Language Only

Secondary/Post secondary

Brazil
Czech and Slovak Republics
Jordan and the United Arab Emirates
Mexico & Costa Rica
Morocco
Sri Lanka and India

COMMUNITY COLLEGE ONLY - India and Nepal - deferred from 2002
Limited Space Available

Notification of Awards

All applicants will be notified of the result of the competition **no earlier than the middle of March 2003.**

China

Seminar Title: History & Culture in China

Dates: June-July 2003

Qualifications:

- Elementary School Educators/Administrators
- Middle or High School Educators in fields relating to humanities, languages and/or area studies
- Administrators or Curriculum Specialists who have responsibility for curriculum development in fields relating to humanities, languages and/or area studies
- Librarians, Museum Educators or Media or Resource Specialists who have responsibility for curriculum development in fields relating to humanities, languages and/or area studies

Program Content:

China is one of the most rapidly changing countries in the world today. Changes in its economic environment have precipitated changes in Chinese society. Lectures on history and culture will provide a context in which to view contemporary China; lectures will address challenges facing China, including issues of population, women, minorities, youth, environmental protection, unemployment, educational reform, and the social safety net. Site visits will be made to places of historic importance. Special efforts will be made to schedule the program to start in time to allow site visits before Chinese schools close for the summer vacation. The itinerary will likely include the following cities, others may be substituted:

Beijing- the capital of China, is home to many top universities, government offices and sites of historic and cultural interest. Approximately ten days will be spent at Beijing Normal University, where participants will receive lectures on Chinese history, politics, economics, arts, folklore, etc. The afternoons will be devoted to site visits that complement the morning's lectures.

Xi'an - the "cradle of Chinese civilization", is located in central China and was the capital for eleven dynasties. Site visits in Xi'an will include outstanding museums, Neolithic archeological sites, and the burial site of Emperor Qin Shi Huangdi with its terracotta warriors.

Shanghai-birthplace of the Chinese Communist Party. Approximately four days will be spent in Shanghai, gaining exposure to the 19th and 20th century history of colonial involvement in China and the rise of China's union movement. Each participant will spend a day with a family whose child will be participating in an exchange program to the US.

Delegation members will likely be able to choose to visit Hong Kong, partially at their own expense. Those who choose to do so will spend 3-4 days touring Hong Kong and attending meetings to discuss various aspects of society there.

New Zealand

Seminar Title: **Migrations: A Journey to a New Understanding**

Dates: July - August 2003

Qualifications:

- Elementary School Educators
- Middle or High School Educators in fields relating to humanities, languages and/or area studies
- Administrators or Curriculum Specialists who have responsibility for curriculum development in fields relating to humanities, languages and/or area studies
- Librarians, Museum Educators or Media or Resource Specialists who have responsibility for curriculum development in fields relating to humanities, languages and/or area studies

Program Content:

New Zealand is a nation of immigrants. The Aotearoa/New Zealand seminar is a demanding intellectual, physical, and metaphorical journey that will offer participants a new understanding of the South Pacific and its peoples. Participants will acquire a broad understanding of the history, geography, environment and cultural development of New Zealand, the current challenges of bicultural and multiculturalism, and how they are being addressed in the New Zealand education system.

Academic and cultural learning will be interwoven with travel through lectures, presentations, guided tours, workshops, meetings, and other activities. Access to resource centers, libraries and archives, as well as opportunities for individual research are also built into the program. An understanding of New Zealand's history and heritage will be developed alongside the exposition of contemporary issues and approaches. The program will weave cultural, economic, historical, geographical, environmental, linguistic, visual, creative, social and developmental strands together.

A wide range of educational topics and educational initiatives will be explored including: education reform and self-managing schools; the national Curriculum Framework and assessment; environmental and adventure education; multi-cultural education; literacy and the teaching of reading and English for speakers of other languages.

The seminar will also explore the Treaty of Waitangi and the development of cultural identity in New Zealand. Participants will learn Maori dance and song, and will participate in practical workshops on flax weaving, games, and woodcarving. Visits to primary and secondary schools will demonstrate the diversity of teaching and learning styles found in New Zealand.

Along with a new understanding of the peoples, history, culture, and environment of Aotearoa/New Zealand that will inform their professional development, participants will take home with them practical ideas that can be immediately implemented in the classroom and curriculum.

The Fulbright New Zealand website (www.fulbright.org.nz) hosts a Fulbright-Hays page and listserv to facilitate communication and networking among participants in the New Zealand Fulbright Hays Seminars.

NOTE: The months of July and August are in the New Zealand winter. In order to be able to fully participate in the program members of the group will need to be physically fit and prepared for inclement weather. Temperatures will range from 42° to 60° degrees Fahrenheit; snow may be experienced in the South Island section of the tour.

South Africa

Seminar Title: **Heritage and Humanity: Exploring the Origins of Art, Culture and Human Behavior in Africa**

Dates: July - August 2003

Qualifications:

- Elementary School Educators
- Middle or High School Educators in fields relating to humanities, languages and/or area studies
- Administrators or Curriculum Specialists who have responsibility for curriculum development in fields relating to humanities, languages and/or area studies
- Librarians, Museum Educators or Media or Resource Specialists who have responsibility for curriculum development in fields relating to humanities, languages and/or area studies

Program Content:

The South African seminar will be a journey that takes participants physically and intellectually into the rich natural and cultural heritage of South Africa at a critical time in the development of heritage awareness in Africa as a whole, while bringing a new understanding of Africa, its peoples and its rich prehistory that affects all of humankind. Participants will gain a broad understanding of the history and pre-history, geography, environment and cultural history of South Africa. Special emphasis will be placed on participants having direct contact with the rich cultural heritage of South Africa so that they may gain a greater understanding of the critical role this country has played in human history and development on the African continent.

The seminar will begin with an orientation “in the bush” at the UNESCO World Heritage site known as the Cradle of Humankind, where through lectures by international experts, tours and hands on experiences, participants will gain a background knowledge of the deep and rich prehistory of Africa that will prepare them for the weeks ahead.

The participants will traverse the length and breadth of South Africa, directly experiencing the heritage of the sub-continent. Participants will not only interact with academic experts, but also indigenous peoples whose heritage is preserved in the art, languages and cultures of this diverse region.

Renowned institutions, including the University of the Witwatersrand in Johannesburg, will conduct the academic components of the seminar. Content will include human origins, the origins of art and music, regional development and tourism, heritage and the African Renaissance, humans, wildlife and the environment, indigenous languages and cultures and heritage education and African pride. Participants will experience the natural beauty of the environment in South Africa while gaining an understanding of the interconnectedness of humanity and wild Africa.

Participants will take home practical ideas relating to geography, the environment, heritage education, and the critical role of Africa in the development of the world that may be immediately implemented in the classroom and curriculum.

Thailand and Vietnam

Seminar Title: Exploring the Essence of Thailand and Vietnam

Dates: June - July 2003

Qualifications:

- Elementary School Educators/Administrators
- Middle or High School Educators in fields relating to humanities, languages and/or area studies
- Administrators or Curriculum Specialists who have responsibility for curriculum development in fields relating to humanities, languages and/or area studies
- Museum Educators or Media Specialists who have responsibility for curriculum development in fields relating to humanities, languages and/or area studies

Program Content: Thailand

Chiang Mai and nearby cities (12 days)

The Seminar will include orientation sessions, lectures and discussions with resource persons describing a vision of Thailand. These will involve some of the following topics: Thai history, Thai society – politics – economic, Thai region and cultures, Thai lifestyle, Thai educational system and the Thai – US relationship. Seminar participants will visit public and private elementary schools in the urban and the rural areas, and to the regional education center.

Visits to religious & cultural sites, and arts and crafts centers in Chiang Mai – Lumpoon – Chiang Rai and the Mekong River. Visits to the Royal Development Projects fostering traditional village craftsmanship and rural farming Mini courses on Thai cooking, Thai arts, or Thai massage. There will also be an opportunity for a Homestay among the ethnic minority Hill Tribes.

Sukothai – Sri – Satchanalai (2 days)

A visit to the World Heritage Site to witness the richness of Thai history and cultures.

Bangkok and nearby cities (5 days)

Continued discussions on Thailand education reform and strategic plans to enhance learner's learning and competitiveness with Ministry of Education senior officials and senior educators. Participants will get the opportunity to visit the Ministry of Education and other education offices. Also, to visits schools, the Grand Palace, museums, temples. and Ayudthaya, another world Heritage Site and the former capital city of Thailand.

Program Content: Vietnam

The participants will spend twelve days in Vietnam, going to the following cities: Hanoi, Hue, Hoi An, and Ho Chi Minh City (formerly Saigon). Some activities to be offered while in Vietnam are Orientation Sessions and Lectures in topics related to: Education, Politics, History, Economy, Culture. Some other activities included will be visits to historical sites, elementary and secondary schools, and cultural performances. There will also be an Excursion to northern ethnic minority villages

Japan

Seminar Title: Japanese Language

Dates: Early July to Late August, 2003 (8 weeks)

Awards: 3

Qualifications:

- Teachers of Japanese Language at the elementary, middle or high school level, who have taught Japanese for a minimum of two years in the U.S. and whose proficiency is Level 3 or above in the Japanese Language Proficiency Test.

Program Content:

The 8-week seminar is designed to provide intensive courses in teaching methodology for non-native teachers of Japanese Language. The seminar will be conducted mostly in Japanese. The program will consist of lectures and discussion on syntactic and semantic analysis of Japanese within the framework of current linguistic theory; teaching spoken and written patterns; and readings and discussion. Some sessions will be devoted to the study of Japanese culture and society. The seminar will include school visits, seeing a traditional theatrical performance and other cultural activities.

Terms of the award:

The award includes tuition and fees, room and board, overseas travel accident insurance, round trip economy airfare from the airport nearest the participant's home, and program related travel within Japan.

NOTE:

The Japan Foundation will make final decisions regarding participation. The U.S. Department of Education will make recommendations only.

The Japan Foundation also offers a 3-week seminar (early July to late July) to teachers of Japanese Language at the elementary, middle or high school level. For more information on the 3-week program contact The Japan Foundation Language Center, Los Angeles Office, 333 South Grand Avenue, Suite 2250, Los Angeles, CA 90071. tel- 213-621-2267, fax 213-621-2590

Brazil

Seminar Title: **The Waters of Brazil: Water Resources, Ecology and Culture**

Dates: June - July 2003

Qualifications:

- High School Educators in fields relating to humanities, languages and/or area studies
- Administrators or Curriculum Specialists who have responsibility for curriculum development in fields relating to humanities, languages and/or area studies
- Faculty or Administrators from public or private, 2- or 4-year institutions of higher education whose discipline is related to humanities, languages and/or area studies
- Museum Educators or Media Specialists who have responsibility for curriculum development in fields relating to humanities, languages and/or area studies

Program Content:

Brazil is one of the richest countries in water resources. One cannot think of Brazil, without thinking of the Amazon River. Brazil has seven other major hydrographic basins: Atlantic North/Northeast, Tocantins/Araguaia Rivers, São Francisco River, Paraná/Paraguay Rivers, Uruguay River, East Atlantic Basin and South Atlantic/Southeastern Basin. These basins carry a significant percentage of the world's continental surface water. The demand for water is growing rapidly as population grows, industrial activity expands, and agricultural irrigation increases. Brazil has been experiencing widespread scarcity and gradual destruction of water resources, mainly because of increased pollution, poor sanitation, industrial and domestic waste, deforestation, overuse in agricultural irrigation, and periodical droughts.

This Seminar is designed to help U.S. educators understand how Brazil's relationship with its water resources affects the various sectors of its economy, in the rural and urban areas. The seminar will pose fundamental questions about how future water needs can be met in a sustainable and equitable way. It will also explore the cultural history involving the principal rivers and bodies of water: the Amazon, the São Francisco, the Paraná, and the Bay of All Saints. Ecological issues, underscoring a harmonious sense of integration between use of water resources and preservation of nature, will also be considered.

The Seminar will explore how water resources are intimately interconnected with Brazil's national and regional history and culture. Special attention will be given to the role that major Brazilian rivers occupy in the Brazilian cultural imagination, and the role that rivers, such as the Amazon and the São Francisco have played in shaping the Brazilian national integration, identity, national and regional culture, music and literature.

The Seminar will begin in Brasília with a four-day semi-intensive introduction course to Brazil, including Portuguese language & culture and a series of lectures about Brazil's geography, history, economy, politics, and education. Meetings will be arranged with representatives of the Ministry of Environment, and the National Secretariat of Water Resources and the Brazilian Institutes of Geography and Statistics (IBGE).

The second part of the Seminar will consist of a travel phase, involving four weeks of visits to different regions of the country, to give participants a broad overview of the diversity of Brazil's water resources, ranging from abundance in the Amazon to scarcity in the Northeast, and their role in the country's history, culture, and geography. Participants will travel to Manaus/the Amazon River; Fortaleza and Recife (the Paulo Afonso and Xingó hydroelectrical plants); Salvador; São Paulo; Curitiba / Iguaçu Falls; Porto Alegre; Belo Horizonte / Ouro Preto / Diamantina; and Rio de Janeiro.

Czech Republic & Slovak Republic

Seminar Title: **The Heart of Europe**

Dates: June 2003

Qualifications:

- High School Educators in fields relating to humanities, languages and/or area studies
- Administrators or Curriculum Specialists who have responsibility for curriculum development in fields relating to humanities, languages and/or area studies
- Faculty or Administrators from public or private, 2- or 4-year institutions of higher education whose discipline is related to humanities, languages and/or area studies
- Museum Educators or Media Specialists who have responsibility for curriculum development in fields relating to humanities, languages and/or area studies

Program Content:

In the Slovak Republic participants will get an overview of the history of the Slovak people and its role in the Austro-Hungarian empire (monarchy), of the foundations of the first Czechoslovak state and the political and economic development of Slovakia as part of the Czechoslovak Federal Republic. The seminar will further focus on the creation of the Slovak Republic and current social and political issues, i.e. the relationship between the state and the region, the role of minorities in the political and economic development of the country, the role of the integration of the Slovak Republic in the European Community and Transatlantic political and economic structures.

In the Czech Republic participants will travel to Brno, as a jumping off point for exploring Moravia. The academic program in Brno will be devoted to culture, arts, and minority issues. (Roma, Jewish history and monuments). From there the participants will travel to Prague. Trips throughout Bohemia coupled with lectures which will give the participants a different perspective the country. The academic program will combine overview of the history of the Jews in the Czech lands and the current trends in human rights.

The participants will be able to experience the changes that the Czech and Slovak Republic have been going through over the past decade; including the difficulties the Czech Republic faced during the floods of August of 2002.

There are various aspects of life and learning in the Czech and Slovak Republics that will be discussed and experienced during the seminar. Some of the aspects include how its history has affected the region and its peoples. Participants will also be able to get a better understanding of the role that these two geographically important Republics will play in the future of the region.

Periodic debriefing sessions will enable participants to compare and contrast their different experiences, ask questions and get a clearer perspective on the two Republics.

Jordan and the United Arab Emirates

Seminar Title: **Contemporary Arab Culture and Society**

Dates: June - July 2003

Qualifications:

- High School Educators in fields relating to humanities, languages and/or area studies
- Administrators or Curriculum Specialists who have responsibility for curriculum development in fields relating to humanities, languages and/or area studies
- Faculty or Administrators from public or private, 2- or 4-year institutions of higher education whose discipline is related to humanities, languages and/or area studies
- Museum Educators or Media Specialists who have responsibility for curriculum development in fields relating to humanities, languages and/or area studies

Program Content:

Through a program of lectures, discussions, and site visits, this program will expose participants to contemporary Arab culture and society, including some of the major issues confronting the region today. Meetings with journalists, government officials, economists, activists, and educators will provide a diversity of views concerning such issues as the role of women, balancing continuity and change, economic and political reform, the management and exploitation of natural resources, environmental preservation, and regional and international relations, including those with the United States. The religion of Islam and its role in each society will also be addressed. Participants will visit key archaeological and other sites to gain historical perspective and an appreciation for geography as a cultural and social determinant. Cultural events will also be arranged to provide participants with the broadest possible exposure to contemporary society.

The opportunity for personal interaction is important for achieving greater understanding of a place and its people. In at least one of the countries visited, each participant will spend a day with a local family to learn first-hand about aspects of everyday life and culture and exchange personal views and experiences. The relationships and insights that result from these encounters will enable mutual understanding and respect to replace stereotypes on both sides.

Periodic debriefing sessions will enable participants to compare and contrast their experiences, ask questions, and synthesize the information they have acquired. To the extent possible, time will be provided for work on individual curriculum projects and for exploring areas of individual interest.

Mexico and Costa Rica

Seminar Title: **Environmental Reality and Indigenous Society:
Historic and Contemporary Perspectives**

Dates: June - July 2003

Qualifications:

- High School Educators in fields relating to humanities, languages and/or area studies
- Administrators or Curriculum Specialists who have responsibility for curriculum development in fields relating to humanities, languages and/or area studies
- Faculty or Administrators from public or private, 2- or 4-year institutions of higher education whose discipline is related to humanities, languages and/or area studies
- Museum Educators or Media Specialists who have responsibility for curriculum development in fields relating to humanities, languages and/or area studies

Regions:

- Mexico: Quintana Roo, Yucatan, Campeche, Chiapas, Oaxaca, Veracruz, Puebla, and the Central Valley
- Costa Rica: Central Valley (San José, Alajuela), Northwestern Costa Rica (Liberia, Monteverde), Southern Costa Rica (San Isidro).

Program Content:

The goal of the Seminar will be to provide participants with a deep understanding and appreciation of indigenous culture in Mexico and in Costa Rica, focusing on historical roots and development as well as contemporary realities through the eyes of environmental issues in each country.

The Seminar will combine lectures, readings, seminars, and visits to national parks, archeological sites, museums, and institutions that preserve and analyze contemporary indigenous communities. As part of the Seminar, the participants will also visit schools, universities, community organizations, governmental and NGO offices.

The cultural manifestations of the groups - music, dance, and arts and crafts - will be explored as an integral part of the Seminar Program.

The focus of the Seminar activities is to show the connection between the indigenous communities and their environmental heritage, from both historic and contemporary perspectives.

Morocco

Seminar Title: **The Triumphs and Challenges of Women in Morocco**

Dates: June - July 2003
4 weeks of scheduled activities, 2 weeks independent research

Qualifications:

- High School Educators in fields relating to humanities, languages and/or area studies
- Administrators or Curriculum Specialists who have responsibility for curriculum development in fields relating to humanities, languages and/or area studies
- Faculty or Administrators from public or private, 2- or 4-year institutions of higher education whose discipline is related to humanities, languages and/or area studies
- Museum Educators or Media Specialists who have responsibility for curriculum development in fields relating to humanities, languages and/or area studies

Program Content:

The seminar will focus on the changing role and status of women in Morocco. Some questions to be explored: What are the roles historically assigned to Moroccan women? What opportunities opened up for Moroccan women following independence from France? What are the main cultural, religious, legal, and political factors that influence the women in Morocco today? What are the areas where women have made particular progress? What are the challenges faced by Moroccan women today? What are some of the forces pushing for improvement in the status of women and for widening the scope of their participation in the development of Morocco?

The first week in Morocco will be spent in Rabat, devoted to an intensive language and cultural orientation program designed to prepare participants for the three-weeks of in-country travel that follows. The in-country orientation will consist of a series of lectures designed to expand upon pre-departure readings covering a broad range of topics including pre- and post-independence history, the country's complex linguistic situation, the evolving multi-party political system, the legal and cultural ramifications of Islam, and educational reform.

The travel phase of the seminar will be integrated lectures and site visits conducted by highly qualified speakers including academics, activists, and representatives from public and private sectors. Among the topics covered will be women and education, the participation of women in politics and civil society, varying perceptions of the West among Moroccan women, Western misconceptions about women in the Muslim world, women's rights and the reform of Morocco's personal status code, the expanding role of women as leaders in government and business. In order to provide a balanced picture of Morocco and the diverse socio-economic realities faced by Moroccan women in different settings. The itinerary will include major urban centers as well as smaller towns and rural villages. The group will visit the "Imperial Cities" of Meknes, Fez and Marrakesh, the industrial and commercial heart, Casablanca (site of the largest mosque in Africa which the group will visit). Rural areas visited will include the Middle Atlas mountains, an agricultural community south of Marrakesh and oasis villages in the Sahara desert. In the Middle Atlas town of Ifrane, the group will visit Al Akhawayn University, a newly established American-style university that is home to the Hilary R. Clinton Women's Empowerment Center. The group will also visit several NGO's run by and for women in both urban and rural settings. Participants will meet with representatives of the US diplomatic mission, including USAID (which is involved in a number of projects relevant to women), the Public Affairs Section, Peace Corps (which has volunteers involved in many grass-roots projects aimed at empowering rural women). A four-day home stay will be arranged with Moroccan families in order to provide participants with an intimate window onto Moroccan family life, culture and customs.

Sri Lanka and India

Seminar Title: **The Art and Culture of Sri Lanka and India**

Dates: June - July - August 2002

Qualifications:

- High School Educators in fields relating to humanities, languages and/or area studies
- Administrators or Curriculum Specialists who have responsibility for curriculum development in fields relating to humanities, languages and/or area studies
- Faculty or Administrators from public or private, 2- or 4-year institutions of higher education whose discipline is related to humanities, languages and/or area studies
- Museum Educators or Media Specialists who have responsibility for curriculum development in fields relating to humanities, languages and/or area studies

Program Content:

The purpose of the program is to give the US educators an exposure to different aspects of Indian art and cultural heritage such as, land and its people, religion and society, visual and performing arts, etc. The program will also focus on other contemporary but important issues in economic development, education, women, grassroots movements and Indo-American relations. The impetus of the seminar will be to help the visiting educators to understand the current policies and future prospects of the country.

The program consists of two phases, namely, (i) academic and (ii) field visits. The academic program of nearly one week will be held in New Delhi and it will follow a multi-disciplinary approach involving formal lectures, interviews, and discussions with prominent scholars and public personalities. The field visit phase of about two and a half weeks will expose participants to the geographical and regional diversities of the country. This phase will be composed of travel to Mumbai (Bombay), Kolkata (Calcutta), and Chennai (Madras). The other cities that may be added to the travel portions of the seminar include: Varanasi, Cochin, Aurangabad, Bhubneshwar, Khajuraho, Agra, and Jaipur.

The seminar is designed to enlighten the participants' knowledge by intermixing academic and cultural experiences. Visits to schools, colleges and museums, and rural areas will be interspersed with demonstrations of Indian dance and music. Whenever possible there will be time allocated to meet the academic interests of individual participants, as long as the activities do not interfere with the group aspect of the program

India and Nepal

Seminar Title: **India and Nepal: Cultural Heritage, Contemporary Concerns, and Challenges for the New Millennium**

Dates: **June - July 2003**

Limited Space Available
Deferred from 2002

Qualifications:

- Faculty or Administrators from 2-year community, technical, or junior colleges

Program Content:

How will India face the future? What pieces from her past will help the country to succeed in the future? These are questions that are being asked everyday; this seminar is designed to help US educators understand the directions the country is going. This will be accomplished by experiences both academic and cultural.

The seminar will be composed of travel to Delhi, Mumbai (Bombay), Calcutta, and Chennai. The other cities that may be added to the travel portions of the seminar include: Varanasi, Aurangabad, Bangalore, Mysore, Shantiniketan, Mathura, Agra, and Jaipur. The participants will travel for approximately four and a half weeks to gain exposure/experience in various parts of the country. To become familiar with the geographical and regional diversity that comprises the far reaching borders of India.

To help participants gain a better understanding of India's perspective of the future, various themes/ issues will be covered including: cultural heritage, religion and society, grass-roots movements, economic developments, women and society, educational development, and the visual and performing arts.

The seminar is designed to enlighten the participants' knowledge by intermixing academic and cultural experiences. Visits to schools, colleges and museums, and rural areas will be interspersed with demonstrations of Indian dance and music. Whenever possible there will be time allocated to meet the needs of individual participants, as long as the activities do not interfere with the group aspect of the program.

INSTRUCTIONS FOR TRANSMITTING APPLICATIONS:

Applicants must meet the following deadline requirements:

An application for the 2003 Seminars Abroad program must be postmarked by **November 4, 2002**

Applications Sent by Mail

You must mail the original and two complete, accurately collated copies of the application to:

U.S. Department of Education
Application Control Center – Room 3671
CFDA# 84.018
400 Maryland Avenue, SW
Washington, DC 20202-4725

You must show one of the following as proof of mailing:

- (1) A legibly dated U. S. Postal Service Postmark.
- (2) A legible mail receipt with the date of mailing stamped by the U. S. Postal Service.
- (3) A dated shipping label, invoice, or receipt from a commercial carrier.
- (4) Any other proof of mailing acceptable to the Secretary.

If you mail an application through the U.S. Postal Service, we do not accept either of the following as proof of mailing:

An applicant should note that the U.S. Postal Service does not uniformly provide a dated postmark. Before relying on this method, an applicant should check with its local post office

- (1) A private metered postmark.
- (2) A mail receipt that is not dated by the U.S. Postal Services.

Special Note: Due to recent disruptions to normal mail delivery, the Department encourages you to consider using an alternative delivery method (for example, a commercial carrier, such as Federal Express or United Parcel Service; U. S. Postal Service Express Mail; or a courier service) to transmit your application for this competition to the Department. If you use an alternative delivery method, please obtain the appropriate proof of mailing under “Applications Sent by Mail,” then follow the instructions for “Applications Delivered by Hand.”

Each late applicant will be notified that his or her application will not be considered. No extensions or exceptions.

If You Deliver Your Application by Hand

You or your courier must hand deliver the original and two copies of the application by 4:30 p.m. EST on or before **November 4, 2002**:

U.S. Department of Education
Application Control Center - Room 3671
Attention: CFDA 84.018
7th and D Streets, SW
Washington, DC 20202-4725

The Application Control Center accepts application deliveries daily between 8:00 a.m. and 4:30 p.m. EST, except Saturdays, Sundays and Federal holidays. Applications are accepted through the D Street entrance only. A person delivering an application must show identification to enter the building.

INSTRUCTIONS FOR COMPLETING THE APPLICATION

Applicant must type the first page of the application. If more space is needed for any of the application items, use additional sheets and include applicant's name, the item number and first country choice in the upper right-hand corner of each page.

Any incomplete application will not be considered for review.

APPLICATION PART A:

1. APPLICANT'S BASIC DATA

- E. Write in your birth date by month, day and year. For example, if you were born on July 4, 1950, you would write: 07 - 04 - 1950 {MM/ DD/ CCYY}
- G. All applicants must indicate their first, second and third choices. **All applications are reviewed by the "first choice" seminar indicated unless applicant is deemed ineligible for his/her first choice.**

2. PREVIOUS FEDERAL GRANT AWARD(S)

Check the block indicating whether you have or have not received any grants from the **U.S. Department of Education**, under the Fulbright Hays program. If yes, write date(s) and countries.

"Criterion" refers to the Evaluation Criteria. These evaluation criteria are used by the academic review panelists to evaluate and score applications.

THE INFORMATION PROVIDED IN APPLICATION ITEMS 3 AND 4 IS USED TO EVALUATE CRITERION 1

3. PRESENT EMPLOYMENT

A – D: Describe the nature and workload of your current position and the number of students affected by your professional activities to demonstrate how it relates to the overall purpose of the program and potential institutional impact.

4. PREVIOUS EMPLOYMENT

Describe your previous jobs. Begin with your present position and describe each job you have held teaching or otherwise during the last ten years.

THE INFORMATION IN APPLICATION ITEMS 5 AND 6 IS USED TO EVALUATE CRITERION 2

5. ACADEMIC DEGREES AND IN-SERVICE TRAINING

6. AWARDS, HONORS AND MEMBERSHIPS IN PROFESSIONAL/ EDUCATIONAL/CIVIC ORGANIZATIONS

THE INFORMATION PROVIDED IN APPLICATION ITEM 7 IS USED TO EVALUATE CRITERION 3

7. INTERNATIONAL UNDERSTANDING

THE INFORMATION PROVIDED IN APPLICATION ITEMS 8 AND 9 IS USED TO EVALUATE CRITERION 4

8. OVERSEAS TRAVEL
9. EXPLAIN YOUR NEED FOR THIS OVERSEAS EXPERIENCE AND WHY YOU WANT TO PARTICIPATE IN THE SEMINAR(S). Be sure to include justification for all seminar choices.

THE INFORMATION PROVIDED IN APPLICATION ITEM 10 IS USED TO EVALUATION CRITERION 5

10. DESCRIBE HOW YOU WILL INCORPORATE THE SEMINAR EXPERIENCE INTO YOUR PROFESSIONAL ACTIVITIES.

APPLICATION PART B:

DOCUMENTATION FOR VERIFICATION OF EMPLOYMENT

Please have your institution's Human Resource/Personnel Department complete the VERIFICATION OF EMPLOYMENT FORM.

THE INFORMATION PROVIDED IN PARTS C 1-3 IS USED TO EVALUATE CRITERION 6

APPLICATION PART C1-3:

REFERENCE LETTERS

The forms should be completed and signed by three individuals who are familiar with the applicant's professional work***. **Supervisor Reference** (form C-1,) is **required** from someone in the applicant's institution who serves in a supervisory role to the applicant.

APPLICATION PART D:

Instructions for FULBRIGHT-HAYS FOREIGN LANGUAGE PROFICIENCY REFERENCE:
If Japan is your first, second or third choice seminar, you are required to submit the completed Language Proficiency Reference Form. The applicant should attach this completed form (**1 original and 2 copies**) to the application.

ADDITIONAL FORMS REQUIRED OF ALL INDIVIDUAL APPLICANTS:

Please read, print and sign your name in the designated boxes.
Please submit the entire set of certification forms, not just the signed pages.

CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS.

CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY AND VOLUNTARY EXCLUSION – LOWER TIER COVERED TRANSACTIONS.

CERTIFICATION OF ELIGIBILITY FOR FEDERAL ASSISTANCE IN CERTAIN PROGRAMS.

INSTRUCTIONS FOR ASSEMBLY AND DUPLICATION

For Applicant:

1. (a) Seminars Abroad Application- In order, in triplicate, and collated.
One Original, Two Copies
 - (b) Verification of Employment Form
 - (c) Foreign Language Reference for applicants to language seminars only
(Japan seminar)
 - (d) Certifications Regarding Lobbying, Debarment, Suspension and
Other Responsibility Matters; and Drug-Free Workplace Requirements
 - (e) Certification Regarding Debarment, Suspension, Ineligibility And Voluntary Exclusion –
Lower Tier Covered Transactions
 - (f) Certification of Eligibility for Federal Assistance in Certain Programs
2. The original and two copies of the application package are used as follows:
 - (a) The original for the U.S. Department of Education
 - (b) One duplicate for the J. William Fulbright Foreign Scholarship Board
 - (c) One duplicate for the Fulbright Commission or Overseas Agency.

Applicants should keep the Fulbright-Hays Seminars Abroad Program staff informed of the following:

1. A change of address/email/teaching position
2. A change in plans which affect the application
3. A desire to withdraw the application

For Referees:

- Complete all reference forms, including the signature page
- Be sure to include the additional comments page
- Send the original and two copies to the address listed on the reference form

U.S. Department of Education
Washington, DC 20006

APPLICATION FOR FULBRIGHT-HAYS SEMINARS ABROAD PROGRAM
(P.L. 87-256, as amended)

FORM APPROVED
OMB NO. 1840-0501

EXPIRATION DATE:
07/31/2003

PART A. APPLICATION INFORMATION

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1840-0501. The time required to complete this information collection is estimated to average four hours per response, including the time to review instruction, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to International Education and Graduate Programs Service, U.S. Department of Education, 1990 K Street, NW - 6th Floor, Washington, DC 20006-8521.

1. Applicant's Basic Data (please print or type)

A. Name: _____ **B.** ___ Mr. ___ Mrs. ___ Ms. ___ Dr.
(Last) (First) (M.I.)

C. Home Address: _____
(Number and Street including Apt. #)

(City) (State) (Zip Code)

D. Home Telephone: _____ **E. Date of Birth:** __ - __ - 19__ **F. Social Security #** _____
(MM/ DD/ CC YY)

| G. Seminar Preference | | H. U.S. Citizen | I. Veteran's Status | J. Education (Highest degree earned) |
|-----------------------|--|--|---|---|
| First Choice | | ___ Yes ___ No | If "Yes", and honorably discharged, check | ___ B.A./B.S. ___ M.A./M.S. ___ Doctoral ___ Other |
| Second Choice | | Permanent Resident (If not a U.S. Citizen) | | |
| Third Choice | | ___ Yes ___ No | | |

K. Emergency Contact Information

Name: _____ **Relationship:** _____
(Last) (First) (M.I.)

Home Address: _____
(Number and Street including Apt. #)

(City) (State) (Zip Code)

2. Previous Federal Government Educational Exchange Grant ___ Yes ___ No If yes, please give the following information:
(use additional pages if necessary)

Title of Grant/Award **Agency** **Host Country** **Date of Award**

| | |
|--|--|
| <p align="center">Part A. Application Information (Con't)</p> | |
|--|--|

| | |
|-----------------------|--|
| 3. Present Employment | |
|-----------------------|--|

Number of years in present position _____ Full Time _____ Part Time

A. Position Title: _____ **Date of Employment:** ____ ____ ____

Name of Institution/School: _____

Address _____

(City) _____ (State) _____ (Zip) _____

Telephone Number: _____ Fax Number: _____ E-mail: _____

| Academic Level Taught | |
|-----------------------|--|
| Elementary | |
| Secondary | |
| Postsecondary | |
| Other | |

(Please check the appropriate academic level)

| Elementary School (K – 5 th) | Middle School (6 th – 8 th) | Secondary School (9 th – 12 th) |
|--|--|--|
|--|--|--|

| | | | | |
|----------------------|-------|----------------------|-------|-----------------------|
| Postsecondary (2yr.) | _____ | Postsecondary (4yr.) | _____ | Curriculum Specialist |
|----------------------|-------|----------------------|-------|-----------------------|

Other: _____

| | |
|--------------------------|--|
| B. Immediate Supervisor: | |
|--------------------------|--|

Position Title: _____ Telephone Number: _____

| | |
|---|--|
| | |
| C. For both teaching and non-teaching positions, please provide weekly schedule for current year (Also see Item 3-D): | |

| <div> <div> <u>Subject(s) Taught</u> (Title with one line description, or Curriculum-related responsibilities) </div> </div> | |
|--|--|
| | |

(Title with one line description, or Curriculum-related responsibilities)

| <u>No. of Teaching or Curriculum- related Hours per week</u> |
|--|
| |

| <u>Grade Level(s)</u> |
|-----------------------|
| |

| <u>No. of Students Taught or Affected</u> |
|---|
|---|

| Application Information (con't) | |
|---------------------------------|---|
| 3.D. Nature of Position | <p>Please provide a brief description of the nature of your teaching or curriculum-related (non-teaching) position and how it relates to the overall purpose of the Seminars Abroad program and potential institutional impact.</p> |

4. PREVIOUS EMPLOYMENT (Begin with most recent up to last 10 years)

| Name of Employer | Dates | Position Title | Full/Part Time | Major Impact or Contribution Made |
|------------------|-------|----------------|----------------|-----------------------------------|
| | | | | |

5. ACADEMIC DEGREES AND IN-SERVICE TRAINING

Begin with most recent. **Please do not substitute with resume.**

| Name of Institution | Dates Attended | Degree/Training Field of Specialization |
|----------------------------|-----------------------|--|
| | | |

6. AWARDS, HONORS, PUBLICATION(S), ETC. AND MEMBERSHIP IN PROFESSIONAL, EDUCATION, AND CIVIC ORGANIZATIONS (Offices held, outreach efforts made, distinctions, etc.)

| Name of Organization | Activity | Dates |
|-----------------------------|-----------------|--------------|
| | | |

7. **INTERNATIONAL UNDERSTANDING – DESCRIBE WHAT YOUR PERSONAL AND PROFESSIONAL EXPERIENCE HAS BEEN WITH REGARD TO OTHER SOCIETIES AND CULTURES.**

8. OVERSEAS TRAVEL

Country

Dates

Purpose (study/work/vacation, etc.)

(DISCUSS ALL SEMINAR CHOICES)

- 9. EXPLAIN YOUR NEED FOR THIS OVERSEAS EXPERIENCE AND WHY YOU WANT TO PARTICIPATE IN THE SEMINAR(S) YOU SELECTED.** Indicate why you require greater knowledge of the host country (ies) by traveling overseas. Include a discussion on what aspects of the society (ies) you are interested in learning about. You must demonstrate a direct connection between the seminar and your current teaching and/or administrative responsibilities.

10. **DESCRIBE HOW YOU WOULD INCORPORATE THE SEMINAR EXPERIENCE INTO YOUR PROFESSIONAL WORK TO ENHANCE INTERNATIONAL, INTERCULTURAL UNDERSTANDING.**
(such as teaching, curriculum development, and other outreach activities)

UNITED STATES DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20006-8521

Application Part B
Verification of Employment Form

(Applicant: Please have your institution's Office of Human Resources complete this form.
Please remit one copy in triplicate per place of work.)

Please type or print legibly:

Name of Applicant:

Date of Hire: (mm/dd/ccyy): _____ - _____ - _____

Position of Applicant:

Name and Address of Institution:

Phone Number of Institution: _____ - _____ - _____

Fax Number of Institution _____ - _____ - _____

Name of Principal/Dean/President:

Name of Human Resources/Personnel Director:

Signature of Human Resources/Personnel Director:

Date:

_____ - _____ - _____
mm dd ccyy

Please check the appropriate status of the applicant's position:

Full time ☐ Half time ☐ _____ (% FTE) Other: _____

UNITED STATES DEPARTMENT OF EDUCATION
WASHINGTON, DC 20006-8521

PART C-1. SUPERVISOR REFERENCE FORM FOR APPLICANT
(Reference Form Page 1)

Applicant's Name (PLEASE PRINT)

Title of Seminar (First Choice Seminar) (PLEASE PRINT)

TO BE COMPLETED BY SUPERVISOR (original plus 2 copies)

Under § 552a(d) of the Privacy Act, the content of this form is subject to review by the applicant upon request.

In completing this form, please keep in mind that the applicant for a Fulbright-Hays award may be considered by host country citizens as representing his or her profession, institution, and the United States and may be judged by his or her actions and statements. Consequently, personal stability and professional excellence are important criteria to be considered.

PLEASE CHECK THE APPLICANT'S PROFESSIONAL AND PERSONAL QUALIFICATIONS:

| | Below Average | Average | Very Good | Outstanding | Insufficient Opportunity to Observe |
|---|------------------|---------|--------------|-------------|---|
| PROFESSIONAL AND PERSONAL QUALIFICATIONS: | | | | | |
| General Knowledge | | | | | |
| Knowledge of subject field | | | | | |
| Initiative | | | | | |
| Effectiveness with students | | | | | |
| Ability to work with colleagues | | | | | |
| Ability to communicate with a diversity of people | | | | | |
| Ability to make sound judgments | | | | | |
| Ability to withstand stress | | | | | |
| Ability to work and communicate cooperatively within a group | | | | | |
| Adaptability to unfamiliar living conditions | | | | | |
| Self-reliance and independence | | | | | |
| Potential for future growth in chosen field | | | | | |
| Impression which will be made abroad as a U.S. Citizen | | | | | |

Is the applicant a full-time teacher, administrator or faculty? Yes ☐ No ☐

On an additional sheet(s) of paper, please comment specifically on the following:

- How long and in what capacity you have known the applicant?

Years:

Capacity:

- The applicant's ability and professional competence in comparison with other individuals whom you have known at a similar stage in their careers.
- Any limitations on the applicant's professional competence, the applicant's accomplishments and other special talents.
- In what ways do you see the applicant's participation in the Fulbright-Hays Seminars Abroad program having an impact on the department/division/institution/community?

Name (Please print)

Signature

Date

Institution

Position/Title

PRINT

Telephone Number

e-mail

Fax Number

- **Please return the original and 2 copies to the following address:**

**U.S. Department of Education
International Education & Graduate Programs Service
1990 K Street NW, Suite 600
Washington, DC 20006-8521**

ATTN: 2003 FHSAP References

UNITED STATES DEPARTMENT OF EDUCATION
WASHINGTON, DC 20006-8521

PART C-2. REFERENCE FORM FOR APPLICANT
(Reference Form Page 1)

Applicant's Name (PLEASE PRINT)

Title of Seminar (First Choice Seminar) (PLEASE PRINT)

TO BE COMPLETED BY REFEREE (original plus 2 copies)

Under § 552a(d) of the Privacy Act, the content of this form is subject to review by the applicant upon request.

In completing this form, please keep in mind that the applicant for a Fulbright-Hays award may be considered by host country citizens as representing his or her profession, institution, and the United States and may be judged by his or her actions and statements. Consequently, personal stability and professional excellence are important criteria to be considered.

PLEASE CHECK THE APPLICANT'S PROFESSIONAL AND PERSONAL QUALIFICATIONS:

| | Below Average | Average | Very Good | Outstanding | Insufficient Opportunity to Observe |
|--|--------------------------|----------------|----------------------|--------------------|--|
| PROFESSIONAL AND PERSONAL QUALIFICATIONS: | | | | | |
| General Knowledge | | | | | |
| Knowledge of subject field | | | | | |
| Initiative | | | | | |
| Effectiveness with students | | | | | |
| Ability to work with colleagues | | | | | |
| Ability to communicate with a diversity of people | | | | | |
| Ability to make sound judgments | | | | | |
| Ability to withstand stress | | | | | |
| Ability to work and communicate cooperatively within a group | | | | | |
| Adaptability to unfamiliar living conditions | | | | | |
| Self-reliance and independence | | | | | |
| Potential for future growth in chosen field | | | | | |
| Impression which will be made abroad as a U.S. Citizen | | | | | |

On an additional sheet(s) of paper, please comment specifically on the following:

- How long and in what capacity you have known the applicant?

Years:

Capacity:

- The applicant's ability and professional competence in comparison with other individuals whom you have known at a similar stage in their careers.
- Any limitations on the applicant's professional competence, the applicant's accomplishments and other special talents?

Name (Please print)

Signature

Date

Institution

Position/Title

Telephone Number

e-mail

Fax Number

- **Please return the original and 2 copies to the following address:**

**U.S. Department of Education
International Education & Graduate Programs Service
1990 K Street NW, Suite 600
Washington, DC 20006-8521**

ATTN: 2003 FHSAP References

UNITED STATES DEPARTMENT OF EDUCATION
WASHINGTON, DC 20006-8521

PART C-3. REFERENCE FORM FOR APPLICANT
(Reference Form Page 1)

Applicant's Name (PLEASE PRINT)

Title of Seminar (First Choice Seminar) (PLEASE PRINT)

TO BE COMPLETED BY REFERENCE (original plus 2 copies).

Under § 552a(d) of the Privacy Act, the content of this form is subject to review by the applicant upon request.
In completing this form, please keep in mind that the applicant for a Fulbright-Hays award may be considered by host country citizens as representing his or her profession, institution, and the United States and may be judged by his or her actions and statements. Consequently, personal stability and professional excellence are important criteria to be considered.

PLEASE CHECK THE APPLICANT'S PROFESSIONAL AND PERSONAL QUALIFICATIONS:

| | Below Average | Average | Very Good | Outstanding | Insufficient Opportunity to Observe |
|---|--------------------------|----------------|----------------------|--------------------|--|
| PROFESSIONAL AND PERSONAL QUALIFICATIONS: | | | | | |
| General Knowledge | | | | | |
| Knowledge of subject field | | | | | |
| Initiative | | | | | |
| Effectiveness with students | | | | | |
| Ability to work with colleagues | | | | | |
| Ability to communicate with a diversity of people | | | | | |
| Ability to make sound judgments | | | | | |
| Ability to withstand stress | | | | | |
| Ability to work and communicate cooperatively within a group | | | | | |
| Adaptability to unfamiliar living conditions | | | | | |
| Self-reliance and independence | | | | | |
| Potential for future growth in chosen field | | | | | |
| Impression which will be made abroad as a U.S. Citizen | | | | | |

On an additional sheet(s) of paper, please comment specifically on the following:

- How long and in what capacity you have known the applicant?

Years:

Capacity:

- The applicant's ability and professional competence in comparison with other individuals whom you have known at a similar stage in their careers.
- Any limitations on the applicant's professional competence, the applicant's accomplishments and other special talents.

Name

Signature

Date

Institution

Position/Title

Telephone Number

e-mail

Fax Number

- **Please return the original and 2 copies to the following address:**

**U.S. Department of Education
International Education & Graduate Programs Service
1990 K Street NW, Suite 600
Washington, DC 20006-8521**

ATTN: 2003 FHSAP References

UNITED STATES DEPARTMENT OF EDUCATION
WASHINGTON, DC 20006-8521

**PART D. FOREIGN LANGUAGE PROFICIENCY REFERENCE
JAPAN SEMINAR**

Applicant Name:

INSTRUCTIONS: To be completed by a college/university language teacher and returned to the applicant.

Under Section 552 a(d) of the Privacy Act, the content of this form is subject to review by the applicant.

SPEAKING AND LISTENING (Check One)

- ☐ Unable to function in the spoken language
 - ☐ Able to satisfy basic survival needs and maintain very simple conversation in familiar topics
 - ☐ Able to satisfy routine social demands and limited work requirements
 - ☐ Able to participate effectively in most formal and informal conversations on practical and social topics and on professional topics in restricted contexts
 - ☐ Able to use the language fluently and accurately on all levels normally pertinent to professional needs
 - ☐ Use of language is functionally equivalent to a well-educated native speaker
-

READING (Check One)

- ☐ No practical ability to read the language
- ☐ Sufficient comprehension to read very simple connected written material in a form equivalent to usual printing or typescript
- ☐ Sufficient comprehension to read simple, authentic texts on subjects within a familiar context
- ☐ Able to read within a normal range of speed and with almost complete comprehension a variety of authentic prose material on unfamiliar subjects, as well as technical material
- ☐ Able to read fluently and accurately all styles and forms of the language pertinent to professional needs, including all materials in one's special field
- ☐ Reading proficiency is functionally equivalent to a well-educated native speaker

Please indicate briefly how the evaluation was determined (e.g., 2 years of coursework, a test, etc.)

Name

Signature

Date

Institution

Department

Position or Title

CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- (a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- (b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;
- (c) The undersigned shall require that the language of this certification be included in the award documents for all sub awards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110--

A. The applicant certifies that it and its principals:

- (a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;
 - (b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
 - (c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and
 - (d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and
- B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 -

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

- (a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
- (b) Establishing an on-going drug-free awareness program to inform employees about:
 - (1) The dangers of drug abuse in the workplace;
 - (2) The grantee's policy of maintaining a drug-free workplace;
 - (3) Any available drug counseling, rehabilitation, and employee assistance programs; and
 - (4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
- (c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);
- (d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
 - (1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

Check ☐ if there are workplaces on file that are not identified here.

DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610-

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

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|---|-------|
| NAME OF APPLICANT/ PR/ AWARD NUMBER AND / OR PROJECT NAME: FULBRIGHT-HAYS SEMINARS ABROAD PROGRAM – CFDA NO. 84.018 | |
| PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE: NOT APPLICABLE | |
| SIGNATURE: | DATE: |

ED 80-0013

12/98

Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion -- Lower Tier Covered Transactions

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to whom this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.

5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.

6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled ☐ Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.

7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Nonprocurement List.

8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which does a prudent person in the ordinary course of business dealings normally possess.

9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment **Certification**.

(1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.

(2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

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|---|-----------------------|
| NAME OF APPLICANT/ PR/ AWARD NUMBER AND/OR PROJECT: FULBRIGHT-HAYS SEMINARS ABROAD PROGRAM- CFDA 84.018 | |
| PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE: | NOT APPLICABLE |
| SIGNATURE : | DATE: |



Certification of Eligibility for Federal Assistance in Certain Programs

I understand that 34 CFR 75.60, 75.61, and 75.62 require that I make specific certifications of eligibility to the U.S. Department of Education as a condition of applying for Federal funds in certain programs and that these requirements are in addition to any other eligibility requirements that the U.S. Department of Education imposes under program regulations. Under 34 CFR 75.60 – 75.62:

I. I certify that

A. I do not owe a debt, or I am current in repaying a debt, or I am not in default (as that term is used at 34 CFR Part 668) on a debt:

1. To the Federal Government under a nonprocurement transaction (e.g., a previous loan, scholarship, grant, or cooperative agreement); or
2. For a fellowship, scholarship, stipend, discretionary grant, or loan in any program of the U.S. Department of Education that is subject to 34 CFR 75.60, 75.61, and 75.62, including:
 - Federal Pell Grant Program (20 U.S.C. 1070a, et seq.);
 - Federal Supplemental Educational Opportunity Grant (SEOG) Program (20 U.S.C. 1070(b), et seq.);
 - State Student Incentive Grant Program (SSIG) 20 U.S.C. 1070c, et seq.);
 - Federal Perkins Loan Program (20 U.S.C. 1087aa, et seq.);
 - Income Contingent Direct Loan Demonstration Project (20 U.S.C. 1087a, note);
 - Federal Stafford Loan Program, Federal Supplemental Loans for Students [SLS], Federal PLUS, or Federal Consolidation Loan Program (20 U.S.C. 1071, et seq.);
 - Cuban Student Loan Program (20 U.S.C. 2601, et seq.);
 - Robert C. Byrd Honors Scholarship Program (20 U.S.C. 1070d-31, et seq.);
 - Jacob K. Javits Fellows Program (20 U.S.C. 1134h-1134l);
 - Patricia Roberts Harris Fellowship Program (20 U.S.C. 1134d-1134g);
 - Christa McAuliffe Fellowship Program (20 U.S.C. 1105-1105l);
 - Bilingual Education Fellowship Program (20 U.S.C. 3221-3262);
 - Rehabilitation Long-Term Training Program (29 U.S.C. 774(b));
 - Paul Douglas Teacher Scholarship (20 U.S.C. 1104, et seq.);
 - Law Enforcement Education Program (42 U.S.C. 3775);
 - Indian Fellowship Program (29 U.S.C. 774(b));

OR

B. I have made arrangements satisfactory to the U.S. Department of Education to repay a debt as described in A.1. or A.2. (above) on which I had not been current in repaying or on which I was in default (as that term is used in 34 CFR Part 668).

II. I certify also that I have not been declared by a judge, as a condition of sentencing under section 5301 of the Anti-Drug Abuse Act of 1988 (21 U.S.C. 862), ineligible to receive Federal assistance for the period of this requested funding.

I understand that providing a false certification to any of the statements above makes me liable for repayment to the U.S. Department of Education for funds received on the basis of this certification, for civil penalties, and for criminal prosecution under 18 U.S.C. 1001.

Signature: _____

Name: _____

Date: _____

Name or Number of the USDE program under which this certification is being made: **FULBRIGHT-HAYS SEMINARS ABROAD PROGRAM, CFDA NO. 84.018**

Notice to Applicants:
The Government Performance and Results Act (GPRA)

What is GPRA?

The Government Performance and Results Act of 1993 (GPRA) is a straightforward statute that requires all federal agencies to manage their activities with attention to the consequences of those activities. Each agency is to clearly state what it intends to accomplish, identify the resources required, and periodically report their progress to the Congress. In so doing, it is expected that the GPRA will contribute to improvements in accountability for the expenditures of public funds, improve congressional decision-making through more objective information on the effectiveness of federal programs, and promote a new government focus on results, service delivery, and customer satisfaction.

How has the Department of Education Responded to the GPRA Requirements?

As required by GPRA, the Department of Education has prepared a strategic plan for 2002-2007. This plan reflects the Department's priorities and integrates them with its mission and program authorities and describes how the Department will work to improve education for all children and adults in the U.S. The Department's goals, as listed in the plan, are:

- Goal 1: Create a Culture of Achievement*
- Goal 2: Improve Student Achievement*
- Goal 3: Develop Safe Schools and Strong Character*
- Goal 4: Transform Education into an Evidence-based Field*
- Goal 5: Enhance the Quality of and Access to Postsecondary and Adult Education*
- Goal 6: Establish Management Excellence*

The performance indicators for the International Education Programs are part of the Department's plan for meeting Goal 5: Enhance the Quality and Access to Postsecondary and Adult Education.

What are the Performance Indicators for the International Education Programs?

The Department's specific goal for the International Education Programs is "to meet the nation's security and economic needs through the development and maintenance of a national capacity in foreign languages, and area and international studies." The objective and performance indicators are as follows:

1. **Maintain a U.S. higher education system with the capacity to produce experts in less commonly taught languages and area studies who are capable of contributing to the needs of U.S. government, academic, and business institutions.**
 - (1.1) Title VI supported institutions provide the majority of the instruction in foreign languages, especially in less commonly taught languages.
 - (1.2) Percentage of graduates of Title VI supported programs report that they found employment that utilize their language and/or area expertise.

IMPORTANT NOTICE TO PROSPECTIVE PARTICIPANTS IN U.S. DEPARTMENT OF EDUCATION CONTRACT AND GRANT PROGRAMS GRANTS

Applicants for grants from the U.S. Department of Education (ED) have to compete for limited funds. Deadlines assure all applicants that they will be treated fairly and equally, without last minute haste. For these reasons, ED must set strict deadlines for grant applications. Prospective applicants can avoid disappointment if they understand that:

**Failure to meet a deadline will mean that an applicant will be rejected
without any consideration whatever.**

The rules, including the deadline, for applying for each grant are published, individually, in the Federal Register. A one-year subscription to the Register may be obtained by sending \$340.00 to: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402-9371. (Send check or money order only, no cash or stamps.)

The instructions in the Federal Register must be followed exactly. Do not accept any other advice you may receive. No ED employee is authorized to extend any deadline published in the Register.

Questions regarding submission of applications may be addressed to:

U.S. Department of Education
Application Control Center
Washington, D.C. 20202-4725

CONTRACTS

Competitive procurement actions undertaken by the ED are governed by the Federal Procurement Regulation and implementing ED Procurement Regulation.

Generally, prospective competitive procurement actions are synopsized in the Commerce Business Daily (CBD). Prospective offerors are therein advised of the nature of the procurement and where to apply for copies of the Request for Proposals (RFP).

Offerors are advised to be guided solely by the contents of the CBD synopsis and the instructions contained in the RFP. Questions regarding the submission of offers should be addressed to the Contracts Specialist identified on the face page of the RFP.

Offers are judged in competition with others, and failure to conform to any substantive requirements of the RFP will result in rejection of the offer without any consideration whatever.

Do not accept any advice you receive that is contrary to instructions contained in either the CBD synopsis or the RFP. No ED employee is authorized to consider a proposal that is non-responsive to the RFP.

A subscription to the CBD is available for \$208.00 per year via second-class mailing or \$261.00 per year via first class mailing. Information included in the Federal Acquisition Regulation is contained in Title 48, Code of Federal Regulations, Chapter 1 (\$49.00). The foregoing publication may be obtained by sending your check or money order only, no cash or stamps, to:

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402-9371

In an effort to be certain this important information is widely disseminated, this notice is being included in all ED mail to the public. You may therefore, receive more than one notice. If you do, we apologize for any annoyance it may cause you.

**2003 FULBRIGHT-HAYS SEMINARS ABROAD PROGRAM
TERMS AND CONDITIONS OF THE AWARD**

- Seminar activities are very intensive and *attendance at all activities is required*. Being joined by dependents, relatives or friends in the host country during the period of the seminar is not permitted.
- By accepting this award, the participant is agreeing that he/she is willing to endure certain discomforts that may arise, and that he or she is able to keep up with the high pace of the program.
- Prior to seminar departure, participants must provide a written statement from a physician, based on a recent physical examination, that reflects the participant's readiness under the following conditions:
 - * Must be able to endure rigorous travel;
 - * Must be able to adjust to new and very different environments in a closely-knit group setting.
- Participants are required to contribute \$350.00 as a cost share to help defer the costs of the seminar program.
- **Participants are responsible for additional expenses which may include the following:**
 - ♦ passport and visa fees; ♦ inoculations; ♦ the purchasing of gifts to bring for any visits during the seminar; ♦ charges for telephone calls and/or faxing to the overseas administering agency during the pre-departure period; ♦ the purchasing of books/curriculum materials during the seminar; and ♦ personal expenditures.
- All seminar participants are required to have health insurance that is valid in the host country (ies). The participant's insurance **must include emergency evacuation and repatriation of remains coverage**. If participant's current health insurance is not valid, he or she is required to purchase insurance through the United States Department of State (DOS) or some other group carrier. The cost of insurance through the DOS for the previous year ranged from \$52 to \$203 per person per month.

***Emergency evacuation coverage means that insurance will cover the participant if he or she needed to be transported out of the host country for emergency medical treatment.**

Repatriation coverage means that in case of the participant's death while overseas, insurance will pay for remains to be shipped home.
- Participants are **required** to complete one curriculum project that is relevant to institutions' use on an individual or small group basis. The project will be facilitated by the U.S. Department of Education's administering agency in the host country (ies).
- Participants are required to complete an evaluation of the seminar using a form provided by the Department of Education.
- Travel must be taken in accordance with the ticket issued by the overseas administering agency. If participants wish to change their return travel itinerary, they may do so before leaving the U.S. provided the carrier agrees and the participant pays any additional costs.

THE J. WILLIAM FULBRIGHT FOREIGN SCHOLARSHIP BOARD
STATEMENT OF THE RIGHTS AND RESPONSIBILITIES OF AMERICAN GRANTEES

“Grants under the Mutual Educational and Cultural Exchange Act of 1961, as amended (Fulbright-Hays Act), involve certain obligations and responsibilities on the part of each grantee. A person accepting such a grant is not by virtue thereof an official or employee of the Department of State or other agency of the Government of the United States of America, or of an agency of the government of the host country.

Grantees are private citizens, retaining the rights of citizens to the personal and intellectual freedom generally accepted under the United States constitutional system and by the educational community.

The J. William Fulbright Foreign Scholarship Board believes, however, the individual grantees are responsible for protecting the nonpolitical character of the program during their grants. They should be aware that their public political statements or activity while abroad may, in certain circumstances, draw into the political arena an educational exchange program that has been characterized since its inception, as free and nonpolitical.

Further, it should be recognized that American citizens who make political statements abroad or who engage in activities with political connotations may thereby become involved in the domestic political processes of their host country even when they wish only to express agreement or disagreement with U.S. Government policy. Grantees should be aware that such activities are incompatible with the objectives of the program and that they are responsible for exercising discretion and judgment in all of their actions, both public and private.”

REVOCATION OR TERMINATION OF THE AWARD

Upon the recommendation of the bi-national commission, overseas posts and the Secretary of Education, the J. William Fulbright Foreign Scholarship Board may terminate your award.

“Grounds for revocation may include but are not limited to: (1) violations of the laws of the United States or of the host country; (2) misconduct; (3) failure to observe satisfactory academic or professional standards; (4) physical or mental incapacitation; (5) acts likely to give offense to the host country; and/or (6) engaging in political or unauthorized income-producing activities; or other activities which in the discretion of the Foreign Scholarships Board and the Department are inconsistent with the best interests of the program.”

CERTIFICATION

I certify that the information I provided on this application is correct to the best of my ability and that I agree to the terms and conditions of the award if selected.

Signature of Applicant

Date

INFORMATION ON THE PRIVACY ACT

In accordance with the Privacy Act of 1974 (Public Law No. 93-579, 5 U.S.C. 552a), you are hereby notified that: (1) The Department is authorized to collect information to implement the Fulbright-Hays Seminars Abroad Program/Bilateral Projects under the Mutual Educational and Cultural Exchange Act of 1961 (Public Law 87-256; 75 Stat. 527) and Section 4 of Executive Order 11034. In accordance with this authority, the Office receives and maintains personal information on applicants for use in processing applications and selecting participants. (2) The principle purpose for collecting this information is to administer the program, including use by program staff and field readers to determine eligibility and suitability for participation in a seminar abroad and use by program staff to ensure compliance with program requirements. (3) The information may be disclosed to third parties such as the U.S. embassies, agencies that the Department has authorized to assist in administering the seminars including binational commissions, the J. William Fulbright Foreign Scholarship Board, and in some cases foreign governments for use in issuing visas.

Disclosure may be made to a Congressional office from the record of an individual in response to an inquiry from the Congressional office made at the request of that individual. If the Department or an employee of the Department is involved in litigation, the Department may send your information to the Department of Justice, a court, adjudicative body, or potential witness provided such disclosure is compatible with the purpose for which the information was requested. Disclosure may also be made to the Department of Justice for the purpose of obtaining its advice as to whether particular records are required to be disclosed under the Freedom of Information Act. When the appropriate office of Ed determines that an individual or an organization is qualified to carry out specific research, that official may disclose information to that researcher solely for the purpose of carrying out the research. When ED contracts with a private firm for the purpose of administering the seminar(s), relevant records will be disclosed to the contractor. The contractor shall be required to maintain Privacy Act safeguards with respect to such records. Information may be disclosed to any Federal, State, local or foreign agency or public authority responsible for enforcing, investigating, or prosecuting violations of administrative, civil, or criminal law or regulation where the information is relevant to any enforcement, regulatory, investigative, or prosecutive responsibility with the receiving entity's jurisdiction. Information may be disclosed in response to a subpoena issued by a Federal agency having the power to subpoena records or other Federal agencies. (4) You are not required to submit the information requested in this application, however the information will be used in the processing and evaluation of applications; and the effects of not providing all or any part of the requested information may delay the process or make it impossible to process an application (disclosure of your social security number is voluntary; failure to disclose such a number will not result in the denial of any right, benefit or privilege to which an individual is entitled).

CHECKLIST FOR APPLICATION PACKAGE

Does your completed application include each of these items in the following order?

For Applicant:

- ☐ Part A, 1-10 – Application Information
- ☐ Part B – Verification of Employment Form
- ☐ Part D – Language Form (*if applicable only*) Japan
- ☐ Certification Forms
- ☐ Terms and Conditions, signed.

For Referees:

To complete the reference forms and submit them, in triplicate, and collated to the address listed on the forms.

REMINDERS:

Has your complete application been copied in triplicate?

Has your application been collated?